

MINNESOTA LIBRARIES



COLLEGE LIBRARIES

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College Libraries—Planning for the Immediate Future

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Colleges and their libraries have always needed money, and the gradual shift from the library as a storehouse for books to a vital service agency has meant steadily increasing demands.

The college librarian's foremost need is adequate funds, and the pounding emphasis on that need cannot be relaxed. But when appropriations cannot be increased, the only alternative is to find ways to continue and if possible improve services with whatever is available.

Today's policy of all-out library service is in sharp contrast with the mausoleum philosophy of librarianship apparent in the *Old Librarian's Almanack for 1774*,¹ compiled by one Jared Bean. Bean was librarian of the Connecticut Society of Antiquarians from 1754 to 1788. Typical of his many quaintly amusing observations is the following:¹

It were better that no Person enter the Library (save the Librarian Himself) and that the books be kept in Safety, than that one Book be lost, or others Misplac'd. Guard well your Books,—that is always your foremost Duty . . . I am so bepestered and bothered by persons insinuating themselves into the Library to get books that frequently I am near to my Wit's end. There have been days when I was scarce able to read for two hours consecutive without some Donkey breaking in upon my Peace.²

The trend for libraries in the future will be ever farther away from these antiquated attitudes of the eighteenth century. Bookish Mr. Bean would be hopelessly bewildered in the college library of today which seeks to promote the objectives of the institution by giving the best possible service under opti-

mum conditions to all who are entitled to it, with no regulation that cannot be bypassed if the need of the patron is sufficiently imperative.

The immediate future is not bathed in rosy tints. President Wriston of Brown University sums it up realistically:³

The immediate outlook is grim. Having raised tuition toward the point of diminishing returns, independent colleges must compete with tax-supported institutions which, if they do not have free tuition, charge relatively low fees. As for new gifts, there are fewer and fewer rich people, and the stimulation of benevolence among the many of modest means requires a dramatic presentation as well as expensive organization. Neither is adequately available to the independent college. Endowments are growing too slowly to offset loss of revenue occasioned by the artificially low interest rate; therefore even when invested funds increase, they are less adequate. Shrinkage in relative resources is accentuated by higher costs which make effective competition even more difficult.

College librarians have done their best to take every advantage of the "fat years" of college incomes following the war; and staff, building, equipment, and all library materials were vastly improved. In the depression era of twenty years ago, the library journals were full of advice on how to survive the lean years of that unfortunate era. That period, however, had the advantage over the present in that while library incomes were exceedingly low, so were library costs. Head librarians in the small colleges were getting \$2,028 a year and professionally-trained assistants received \$1,348,⁴ but

¹The *Old Librarian's Almanack for 1774*, by Philobiblos; a very rare pamphlet first published in New Haven, Connecticut, in 1773 and now reprinted for the first time. The Librarian's Series, edited by John Cotton Dana and Henry W. Kent. Number one. The Elm Tree Press. Woodstock, Vermont. 1909. Unpaged.

²Appropriate to this election year is the warning of Mr. Bean against allowing any politician in the library: first because he talks too much and cannot maintain silence; and again, because "he seeks old schemes to fool new people."

³Wriston, Henry M. The outlook for the independent college. *Association of American Colleges Bulletin*. XXXVII (May, 1951) 217.

⁴Evans, Lillian M. Small college library salaries in effect January, 1932. *A.L.A. Bulletin*. XXVI (June, 1932), 378.

prices also were proportionately low and the best steak was twenty-five cents a pound in the neighborhood butcher shop.

If the college librarian of 1952 succeeds in staving off a reduction in his assigned appropriation, he still suffers a definite decrease in his operating budget due to the inflationary spiral of all items for which the appropriation is used. But no one can afford to give up in despair. There are still areas in which library services can be developed without an expanded budget; the program can become intensive if not extensive.

Planning for the immediate future, as suggested in the present instance, does not mean setting up bomb shelters and designating crews to be ready for action when the flash comes. It may mean setting up a Friends of the Library organization which can bring in worthwhile gifts of books and cash as well as do wonders in public relations for the library. The cooperative buying of expensive sets and periodicals and designating certain areas among close library neighbors can be helpful. So can a local union list of serial holdings. Of the many possibilities for expanding services without the benefit of an expanded budget, three will be discussed here in some detail, one in each of the representative areas of administration, processing, and circulation.

AN ADMINISTRATIVE NEWSLETTER

Whatever the problems of the college library these days, they are peculiar to the immediate future only from a financial point of view, and the over-all finances of the institution are not the province of the librarian. There have been college librarians, qualified by a happy combination of circumstances and personality, who could go out in the manner of college presidents and win wealthy benefactors to the cause of the institution and the library. But they have been few in number. Most college librarians have chosen higher education rather than the public library as their field of professional activity, because they felt it might be easier to sell a library program to a college president and administration than it might be to sell it to a million indifferent taxpayers.

Too often, however, it happens that the college president, in carrying on one of the hardest jobs in the world, does not have time to visit the library periodically to dis-

cuss current problems with the librarian. Nor can the college librarian often manage to garner a small piece of the president's schedule except when the issues at hand are unusually crucial.

One effective way of maintaining contact with the president and the full administration of the college, including the board of trustees, deans, and library committee, is through a library newsletter. Even if the library is not a large one, it is surprising, the amount of pertinent materials that turn up if one is alert for it. There are staff changes, visitors of importance, noteworthy gifts and outstanding acquisitions, changes of hours, and interesting exhibits. One may include items culled from library periodicals or from other library newsletters; results of time studies at the circulation desk and other studies of library facilities; proposed improvements in staff, building or equipment; and the reports of the library committee or of the student governing body. Possibilities for subject matter are endless, dependent only upon the imagination and alertness of the editor, and how far afield he may wish to go from strictly local library material.

This link with the administration is not the only reason for the library newsletter. Not the least of its values is its running history of the library. Properly indexed and possibly bound annually, it becomes a priceless record of what has gone on during the year. One issue each year may contain a statistical summary for the 12-month period, incorporating data on circulation, processing, gifts, inter-library loans, and perhaps all-college enrollment. If only a few pages in length and designed for faculty as well as administration distribution, the newsletter may form the opening pages of the monthly list of acquisitions.

In some of the larger institutions a newsletter often is published by the staff association and often carries a lighter tone. At the University of Nebraska, where the library building is a memorial to Don L. Love, the staff newsletter is called *Love-notes*. At Purdue it is *The Pulse* after Purdue University Libraries Service. But when it appears over the librarian's signature, dignity replaces cuteness, and the title is generally the name of the library followed by "Information Bulletin" or "Newsletter."

WEEDING PROCEDURES

The courageous librarian trying to improve library efficiency on an unaltered budget will seek to lessen the predominant emphasis on size and stress services instead. He will refuse to follow the tenets which insist that an impressive figure, both for volumes added each year and for total holdings, has any logical connection with the condition of the library. In the processing department, this shift in emphasis from size to services may mean a systematic program for keeping the book collection alive by weeding rather than only by the relentless adding of more volumes.

If his courage does not fail him, this librarian might designate one of his catalogers, if indeed there be two, as "Discarder." To this professional person, alert to the needs of the curriculum and thoroughly familiar with the library, would fall the responsibility of combing through the book collection and eliminating the undesirables. He would probably take one subject field at a time and enlist the aid of a consultant from the faculty who is well versed in the literature of that field and with needs of his department. Cooperatively they would weed out those books whose subject matter is out of date; which have no bearing on the curriculum, either present or planned; and those which are of such inferior quality as to be unworthy of shelf room. If the library grew by adding three thousand volumes last year, it may grow just as effectively this year by carefully pruning away three thousand pieces of dead timber.

A library inventory by imprint date might be revealing. If more than one-fourth of the collection were found to be more than 30 years old, weeding is overdue. There is a positive correlation between age of the book and the likelihood of its being called for.⁵ When the next query comes as to the library's size, the answer might be "We have 30,000 volumes published in the last thirty years; books older than that we do not include in our count." The emphasis on recent titles also may furnish an answer to the well-meaning donor who offers to the library his late father's books, to which nothing has been added since 1910.

Weeding cannot be automatic and as the more obvious "weeds" are pulled, the task

becomes increasingly perplexing. In some subject areas obsolescence is much more rapid than others. Books in the physical sciences of the early forties are largely ignored now, and works in economics of the thirties are wrong and misleading. A few of the classics which might otherwise remain ageless have microscopic type and yellowing, brittle paper. In some instances the weeding needs to be tempered with replacements and re-binding. In only a very few cases may an entire category (*e.g.* old textbooks) be marked for discard. Some of the state library agencies have issued lists of obsolete materials that should be thrown out. Many sets mentioned in these compilations should be removed from college libraries just as quickly as from public or school library collections.

The Shaw and Mohrhardt lists or the Standard Catalog may be of occasional help to the discarding team, but it is likely that they will be scorned by the consultant from the faculty. But his assistance is indispensable and the result of his increased familiarity with the library's problems may be his lifetime devotion to its welfare.

PERIODICALS AND A ROUTING PLAN

Librarians are guiltily aware of their fetish for wanting full sets of periodicals, and such whims have no place in a program of efficient economy. In addition, the annual list of periodical subscriptions may need careful scrutinizing. Some titles may have been ordered by men now dead, others by instructors no longer with the college, and still others were ordered for courses that failed to materialize or were offered for only a short time. It is assumed as good college policy that the librarian is on the curriculum committee and therefore is aware of future trends in the teaching program for which he must be preparing the library collections. When the subscription list has been carefully gone over and certain titles nominated for discard, they are forwarded to the appropriate department heads for their decision.

To regain the good graces of the faculty member who may feel that he has suffered from the discontinuance of a journal subscription, an offer to route his favorite journals to him may be effective. The de-

⁵Stieg, Lewis. Circulation records and the study of college library use. *Library Quarterly*. XII (January, 1942). 95.

tails of the routing procedure will vary widely, but it may go as follows:

A mimeographed list of journals currently being received in the library is prepared and issued to the faculty. Of the titles included, a few in the general and widely-read category are segregated as magazines to which any one might be expected to buy a personal subscription. The routing privilege is not designed for pleasure reading and should be restricted to journals within the instructor's subject specialty.

The department head is then asked to compile the routing list for his staff members. The departmental lists will need to be limited to a specific maximum number of journal titles, with an individual maximum for such cases where there is only one man in the department.

Then as the latest issue of a journal is checked in upon its arrival at the library, the issue immediately preceding it is sent off the routing list. A mimeographed slip is clipped to the cover giving the name and address of the department head to whom it is to go and the date it is due back at the library—perhaps one week later. Campus mail or the library messenger takes care of the transportation. The department head, or someone appointed by him, is then responsible for the distribution of the journals to the members of his department and for their safe return to the library. The keeping of records on the part of the library should be held to a minimum. If the plan first carries the endorsement from the dean, a word from him to delinquent department

heads may serve to keep the plan operating smoothly.

Such a routing plan as outlined may not be practical in some colleges, but too often the more specialized journals are not seen by those who have requested them and who would find them valuable, so that the cost of the subscription brings little return to anyone. Any plan which can increase the use of the library materials without undue expense is worth considering carefully. "A library which can show increasing use is in a much better position to resist proposals of reduction than a library whose use is stationary or decreasing."⁶

The college librarian who fails to make his library outstanding for service reverts to the librarian of 1773 who was quoted earlier in this article:⁷

Parents of Children are said to be more delighted in their possession when the offspring are safe in their Beds, than at any other time. [Bean was a bachelor.] Tho' I trust I may be pardoned for making a seeming Comparison between Books and such a subject as Children, yet it may be said that it is true of the Librarian that he is most content when all his Books are in the Library under his protection. For he can be no lover of books if he be at ease when his books are absent from the library.

Today's college librarian has made the full turn. He cannot be at ease nor worthily continue to serve his institution unless his books are actively absent from the library.

⁶Warner, Frances, and Brown, Charles H. College libraries in the depression. *A.L.A. Bulletin*. XXVI (January, 1932), 74.

⁷*The Old Librarian's Almanack*. Observations for the month of August.

A Survey of the Acquisitions Procedures in Minnesota College Libraries

HAROLD HUGHESDON¹

The purpose of the survey which is summarized in this article was twofold. It became apparent, after three years of acquisitions department work in a liberal arts college that the procedures followed in many college libraries were mainly a matter of individual preference, unlike the more standardized operations of the other departments of the library; few standards had ever been laid down for acquisitions work, and by some libraries a formalized procedure for the acquisitions process was regarded almost in the light of an unnecessary luxury.

It seemed desirable, therefore, in an attempt to derive standards, to survey the work done in neighboring colleges, first with a view to finding out what was being done, and second with the intention of correlating the data thus obtained so that an overall picture would become available.

This procedure had been followed earlier by R. W. Christ, in his *Acquisitions work in ten college libraries*,² for ten eastern colleges. It is of interest to note, however, that at least as far as acquisitions work is concerned, the procedures and potentialities of the colleges vary with location, so that standards acceptable in Eastern colleges would not necessarily be acceptable in the Mid-west where the potentialities, at least from a financial point of view, are quite different.

Further, R. W. Christ surveyed acquisitions departments. This would be an impossibility in the state of Minnesota, since only two colleges have an acquisitions department. In all the others, therefore, the survey had to cover not departments but procedures.

The method of the survey was kept as uniform as possible. A questionnaire was prepared and formed the basis of an interview with the librarian of each college. The college was visited so as to eliminate as far as possible misinterpretation of the questions. The items in this questionnaire were for the most part self-explanatory; no at-

tempt was made to evaluate the collection, with the sole exception of the standard bibliographical tools available for acquisitions work. For simplicity it was decided to take the operations of one existing acquisitions department as a basis, and then to treat other procedures as variations of these; it should perhaps be pointed out that the methods of this college were based largely on those of the University of Minnesota.

It was hoped to make the survey as exhaustive as possible so that some questions were included in the questionnaire which did not bear directly on acquisitions work. It is appropriate here to thank the librarians concerned for their patience and cooperation in what was rather a tiring and time consuming inquisition, and which, without exception, was endured graciously.

The Colleges surveyed were: Augsburg College, Carleton College, Concordia College (Moorhead), Gustavus Adolphus College, Hamline University, Macalester College, College of St. Benedict, College of St. Catherine, St. John's University, St. Mary's College, St. Olaf College, College of St. Scholastica, College of St. Teresa, and College of St. Thomas.

In an article titled *Buying policies of college and university libraries*, N. van Patten pointed out the need for an acquisitions policy, stating that many more books could be bought for the same funds if a well formulated policy existed. In investigating the existence of such a policy he also, however, warned against the dangers of the use of the questionnaire as a tool. It may well lead, as he points out, to the consideration that "whatever is, is right." With a view to dispelling any views such as these, the last major chapter of the thesis is devoted to a comparison of what is actually done with what has been suggested from time to time by various authorities. The figures quoted in this article are obtained from the data recorded in the body of the thesis.

¹An abstract from a thesis to be submitted to the University of Minnesota in partial fulfillment of the requirements for the degree of Master of Arts.

²Christ, R. W. *Acquisitions work in ten college libraries*. Columbia University. M.S. thesis (Typed.) 1948.

The acquisitions process may be regarded as involving the following:

1. Accounting.
 - a. Estimates.
 - b. Expenditures.
2. Order procedures.
 - a. Origination of request.
 - b. Processing the request.
 - c. Bibliographical work.
 - d. Sources of supply.
 - e. Ordering of Library of Congress Catalog Cards.
3. Receiving procedures.
 - a. Business entries.
 - b. Collating.
 - c. Accessioning.
 - d. Passing to catalog department.

This article provides, for each of these headings, the comparison mentioned above, and attempts to indicate some possible standards.

Accounting.

a. Estimates.

Lyle suggests, in his work on the college library, that the soundest practice is for the authority for the request for funds to be in the hands of the librarian.³ This is the case in only thirty-six per cent of the libraries surveyed. In twenty-nine per cent it is in the hands of the librarian and either a committee or a department head, and three of the remaining libraries operate without any formal budget. These last constitute about twenty-one per cent of the total; and in the other library the budget is set by the administration.

The fact that the request for funds is made by the librarian in only thirty-six per cent of the cases is not as satisfactory a picture as could be wished. It is surely not good practice to expect an administrator to assume responsibility for a given function and then to deny him even the right to request the means to discharge the responsibility adequately.

b. Allocations.

The position here is not so clear cut. Briefly, Randall, the American Library As-

sociation, and Fleming, all suggest that departmental allocations are advisable.^{4, 5, 6} Van Patten, on the other hand, opposes such allocation of funds.⁷ Lyle supports allocations to departments implicitly, within limits, by stating that placing all the funds in the hands of the librarian is sound only if funds are either ample or very limited. Apparently, therefore, between these extremes, allocations are advisable. Seventy-two per cent of the libraries made allocations to departments implicitly, indicating a rather high degree of conformity with established practice.

c. Expenditures.

As far as the control of expenditures was concerned, the approval of invoices for payment was vested in the librarian in all cases, a procedure obviously to be recommended.

With regard to the mechanical details involved, however, Fleming's suggestion that modern equipment be used where possible to facilitate accounting has hardly met with widespread acceptance. For instance only twenty-one per cent of the libraries used an adding machine in the acquisitions process.

Order procedures.

a. Origination of request.

According to Wilson and Tauber, by far the largest amount of selection in a University library originates with the faculty members.⁸ The colleges covered in this survey provide corroboration of this statement. Fifty per cent of them estimated that three fourths of their selection was done by the faculty. Only twenty-nine per cent estimated that the faculty accounted for less than half of the requests received. Only twenty-one per cent regarded student origination as being significant in the total number received.

It seems a pity that student requests should account for so small a number of purchases. If this indicates a lack of interest in books in general on the part of the students, the liberal arts program is possibly failing in what surely should be one of its primary objectives.

³Lyle, Guy R. *Administration of the college library*. N. Y., Wilson, 1949.

⁴Randall, William A. *The college library*. A.L.A. 1932.

⁵A.L.A. Board on Personnel Administration. *Library score card* . . . Vol. 2. *Degree-conferring four-year institutions*.

Chicago, A.L.A., 1950.

⁶Fleming, T. P. "Essentials in the organization of acquisitions work." *College and Research Libraries*. I (June, 1940), 229-234.

⁷Van Patten, N. "Buying policies of college and university libraries." *College and Research Libraries*. I (December, 1939), 64-70.

⁸Wilson, Louis R. and Tauber, M. F. *The university library*. Chicago, University of Chicago Press. 1945.

b. Processing the request.

The procedures involved in processing were fairly well standardized; all libraries checked requests against the card catalog, and eighty-six per cent verified that a given title was in print before placing the order.

However, all of the libraries ordered out-of-print material from a dealer other than the one from whom in-print material was purchased. A check to verify whether an item was in print or not would therefore seem unavoidable. The *Cumulative Book Index* is not entirely adequate for this purpose. All checked against a file of "orders outstanding" and some form of "books-in-process" file.

The files maintained for checking naturally showed the same degree of uniformity as the practices themselves. Apart from those listed above, most of the libraries maintained desiderata files. Lena L. Biancardo, in a thesis written at Columbia University,⁹ pointed out that of the libraries she surveyed, most regarded the desiderata file as needing revitalizing. In addition to this, Randall pointed out in 1932 that about \$6000 was required annually to keep a library up-to-date. Inflation would add at least another \$3000 to that figure today. With funds as limited as they appeared to be in most of the libraries surveyed here, there appears to be the danger that a desiderata file may become merely a rectangular waste basket, since the available funds will barely cover annual purchases, and will not touch an extensive file of "considerations."

c. Bibliographical work.

Since bibliography is normally under the care of the reference department, there are few adequate critiques available to indicate the bibliographies that an acquisitions department should possess. R. W. Christ does not mention it in his suggested standards.

Fleming, however, points out that many orders originating with large libraries would indicate that bibliographical tools were unknown, and that libraries providing poor order information cannot expect good discounts. Steffey, in a short article on ordering, states that one of the essential features of a satisfactory order from the dealer's point of view is correctness of citation.¹⁰

With these points in mind, the summaries of bibliographical holdings present a picture not adequate to the situation. The only bibliography held by nearly all the libraries was the *Cumulative Book Index*. *Books in Print* was received currently by only fifty-seven per cent of the libraries; the situation regarding retrospective U. S. bibliography is even worse. Fifteen per cent of the libraries held the Evans-Roorbach-Kelly series. Thirty-six per cent held the *Library of Congress Catalog of Printed Cards* series.

In foreign bibliography the situation is even less satisfactory.

British bibliography is represented by the *British Museum Catalogue of Printed Books*, in twenty-one per cent of the libraries, and fifteen per cent subscribe to the relatively new *British National Bibliography*. This tool is excellent for selection as well as for verification of a citation and deserves to be more widely used.

In non-English language bibliographies, the holdings were negligible, consisting of one or two odd items, except in two cases. However, it is probably true that this is more of a disadvantage from a research than an acquisitions point of view, since the number of foreign titles purchased is in general rather small.

d. Sources.

In connection with sources, Randall indicates that the purchase of books by the purchasing agent is an error in administration. Lyle supports this; the procedure of allowing the librarian to decide on the source was followed in all but one of the institutions.

This is definitely advisable. Book buying requires a specialized knowledge, and as Fleming has pointed out, the book trade is perpetually in a state of flux. The problem of purchasing books is therefore not similar to other forms of bulk purchasing, where procedures, practices and sources are thought out in terms of a stable market.

Seventy-nine per cent of the libraries ordered American in-print items from a jobber, and the usual discount received was about thirty per cent. Two of the remaining three libraries would presumably receive discounts at least equal to those they were getting if they ordered from a jobber

⁹Biancardo, Mrs. L. *Desiderata files in college and university libraries*. Columbia University. M.S. Thesis (Typed). 1950.

¹⁰Steffey, Ruth. "Ordering books." *Wilson Library Bulletin*. XIV (October, 1939), 180.

also. The third, rather unusually, ordered directly from the publisher. Both Lyle and van Patten agree that ordering through a jobber is the most satisfactory procedure.

Foreign and out-of-print items were ordered from one American agent in seventy-nine per cent of the cases, a practice explicitly approved by Lyle. Dealers' catalogs consequently played a rather small part as selection tools, only fifty per cent of the libraries sending them to the faculty department likely to be interested, and only one half of these dating them on arrival, so that orders would not be placed from out-of-date lists. Van Patten agrees with Lyle in not advocating transactions with foreign publishers, although it should probably be pointed out that Lyle modifies his statement somewhat by saying that foreign dealers are useful where purchases are extensive.

e. Ordering of Library of Congress Catalog Cards.

R. W. Christ assumes that the acquisitions department will order all Library of Congress cards. However, in seventy-two per cent of the libraries, cards were ordered by the catalog department. Seventy-nine per cent of the libraries ordered cards after the books had been received, thus occasioning another avoidable delay. Lyle specifies that the cards should be ordered at the same time as the books, for books which are in print. Wilson and Tauber point out that the ordering of cards with the book should enable the catalog department to process a book a day or two after it has been received.

Receiving procedures.

There are four key points of interest here: business entries; collating; accessioning; and passing the book to the catalog department.

a. Business entries.

Eighty-six per cent of the institutions made some form of business entry, although this information was already available in the order record. It seems pointless to copy this information into the book, and from the book to the accessions register. If the book is lost, the business entry is lost also, and the information must be sought elsewhere. It seems logical to inquire why this alternate source could not do duty all the time.

b. Collating.

Sixty-four per cent of the libraries collated books, i.e., checked each copy to see that the pagination was correct. In view of the fact that any defective in-print item can always be returned to a dealer even though stamped or embossed, this seems a questionable practice, although none of the standard works seems to comment on it.

c. Accessioning.

Seventy per cent of the institutions kept separate accessions records in some form or other. Randall regards this as an unwarranted expense. Fleming suggests that all accessions and order data be preserved on the shelf-list card.

On examination, the usual accessions record serves only one unique function. It provides a key to complete information on a book when the *only* thing known about it is its accession number. If anything else is known,—author, title, or call number,—then the accessions record is not the logical place to seek a complete citation. The number of occasions when the only known fact is the accessions number is surely a small one. It is difficult to defend the practice of maintaining accessions records in view of the shortage of time and staff with which most libraries have to work.

d. Passing to catalog department.

The majority of the libraries, seventy per cent, held books received without an invoice until the invoice became available. This introduced an avoidable delay, and is discussed further in the section on standards.

Suggested standards and procedures.

The final purpose of this survey was to suggest standards which might be followed by the libraries concerned. Both the statistics, and the generalizations from them which are summarized in the first part of this article indicate that there is not a great deal of uniformity in the procedures involved in the acquisition of books for the library by purchase. It is interesting to note that R. W. Christ found a similar situation.

The following procedures and standards are therefore suggested; it is hoped that they will prove useful in providing a basis of comparison for the libraries concerned.

Accounting.**a. Estimates.**

The librarian should prepare the estimate for the overall needs of the library including in this a sum for book purchase in the period covered. This sum may be arrived at by consulting with members of the staff, as to their needs, (notably in the Reference and Circulation departments) and with the heads of the various academic departments. It is well if this is done shortly after the first of the year, so that the whole financial picture will be clear by the time the school closes in June. This also enables faculty members to confer with their department heads before they leave at the end of the academic year.

The librarian, after his request for funds has been acted upon by the administration, can then make the allocations to the departments on the basis of their past needs, strength of their holdings at the time, and their estimated requirements. It should perhaps be emphasized here that the overall responsibility for the collection is the librarian's; it is his duty to answer for deficiencies or excesses; and in accordance with this it is perhaps well to invoke another principle—that a responsibility cannot be adequately discharged without the appropriate freedom of action. The allocations should be made on this basis, due regard being had for the technical needs of the library itself, in bibliographies and other tools.

b. Expenditures.

The expenditures should also be under the control of the librarian, who will naturally be responsible for maintaining adequate records of them, so that complete and satisfactory control can be exercised. Departments should be notified regularly of the state of their respective accounts, so as to avoid wild buying at the end of the year when funds become due for reversion. This notification to departments, especially towards the end of the year, is worthless if it takes no account of encumbered funds, and some means must therefore be provided for dealing with this; this may well take the form of a file of orders outstanding organized by departments.

Order procedures.**a. Origination of request.**

It is particularly useful to standardize the form in which requests originate. Typed mimeographed slips can be provided for faculty use and these may also serve as process slips. If they are made out in duplicate, then files of orders outstanding, by departments, and orders outstanding, by author, can easily be provided.

Student selection should be encouraged, but this is more of a problem for the policy of the library as a whole rather than one in acquisitions procedures.

b. Processing.

The main features desirable here are speed and accuracy. It is also helpful if some means is used to indicate on the slip itself what checks have already been made.

The checking process must naturally be adequate, and the number of unintentional duplicates should not exceed three to four per thousand volumes purchased. R. W. Christ allows two, but he was dealing with organized acquisitions departments. The time taken for the check should not be more than four and one-half days for normal orders and not more than one day for rush orders, R. W. Christ again allowing a little less here.

c. Bibliographical work.

In placing the order the check will include the necessary bibliographical verification of the citation, and the library should maintain a bibliography collection which will allow the average standards described here to be reached; this is true for all citations to be checked, not merely for current English language items. Such a bibliography collection will usually include the *Cumulative Book Index*, *Books-in-print*, and at least the *Library of Congress Catalog* series. This last will enable a number of foreign titles to be handled adequately.

d. Sources.

The sources of supply should be under the control of the librarian, and should be chosen with an eye to both service and discount. The service should be such that the delay for in-print American items should be no more than two to three weeks, and the discount received for trade items should be

around thirty per cent. The source should not necessarily be always the same, and use should be made, at least for out-of-print items, of dealers who specialize in a given field, and dealers who issue specialty catalogs periodically. Occasional foreign orders should be placed through an American agent; otherwise for frequent orders an agent in the country of origin may be preferable.

e. Ordering of Library of Congress Catalog cards.

These should be ordered with the book where possible, which of course includes all in-print items. The card numbers will be obtained during the general checking process, and this again will be greatly facilitated by the use of the *Library of Congress Catalog* series. In this connection, however, it should be noted that it is cheaper to order a card by author and title rather than to pay someone to conduct a long search for the number.

Receiving procedures.

Books should be received and unpacked by the library and checked against the invoice by a member of the library staff. If the invoice is not available, the books should be sent through the usual processing channels, and the books-in-process file should be arranged so that the appropriate notation may be made on the record, with a view to its being corrected when the invoice does come.

The delay in passing the books to the catalog department should not be greater than three to four days. The processes of making the business entry, accessioning, and collating should be carried out in this interval if they are regarded as necessary. It is, however, possible to dispense with them with almost no loss in efficiency of opera-

tion of the library and with a considerable saving in time and effort. Their elimination would naturally cut the delay between receiving and cataloging considerably.

Staff.

It is hardly possible to say more on the subject of staff than that the staff maintained should be sufficient to enable the standards adopted to be met satisfactorily. In general a library spending about \$3000 a year for books will purchase about one thousand volumes. R. W. Christ suggests that one full time person will be needed for acquisitions work where the number of books purchased is about 2000; one and one-half persons would be required for the purchase of 2000-3000 volumes, of which at least one-half-time service will be that of a trained librarian.

On this basis, thirty-six per cent of the libraries surveyed would need at least a half-time acquisitions librarian; the remainder would need only a full time clerical worker, supervised by the head librarian. However, in a library understaffed in other ways, this supervision might become inadequate. It is probably true that in all but the smallest four of the libraries considered here, there is need, for efficient and smooth operation, for a trained librarian to devote at least one-half-time exclusively to acquisitions work.

Conclusion.

Perhaps it should be pointed out that this article is an abstract, and that discussion of controversial points is therefore necessarily limited. It is hoped that reference to the completed document will help to clarify points which have had to be dismissed without comment in these pages.

An Invitation to Learning and Enjoyment

EDITH E. H. GRANNIS

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After seven years of planning, the State Teachers College at St. Cloud, is to have its long-needed library building this summer.

In both exterior and interior design, the building reflects the wish of all who have so eagerly awaited it. It is inviting, easy of access, friendly and comfortable in arrangement, colorful but simple in decoration. It provides for the needs of different individuals and makes possible the free, immediate use of the materials of the library as tools of learning and enjoyment. Finally, its structure and planning are flexible enough to allow for changes to meet the needs of future times.

The site on the bank of the Mississippi River has contributed much to achieving a building which will attract faculty and students. Each of the three floors has large windows overlooking the river—19 feet 8 inches in width and 6 feet 9 inches in height on the east and on most of the north and south sides. Since the ground slopes away at the front of the site, there is direct entrance to the middle or main floor, with either the upper or the lower floor only a short flight of stairs away. The grade has made it possible also for the lowest floor to have as fine an outlook up and down the river as have the other floors.

The firm of Louis C. Pinault of St. Cloud acted as the local architect. The building, including equipment, will cost \$775,000. The main portion, north and south along the river, measures 215 feet in length and 92 feet in width, providing approximately 55,000 square feet of floor area. It is built in contemporary style of reinforced concrete faced with variegated red brick to harmonize with the buildings on either side. Cut Indiana limestone has been used for the trim.

Modular construction, consisting of modules 22½ feet square, has been employed. The typical and uniform spacing of structural columns provides for flexibility in the placing of the shelving and furnishings. Book shelving, display cases, or planters containing greenery divide reading areas, re-

ducing the number of permanent partitions and contributing to the flexibility of interior arrangements.

The ceiling, formed of acoustical asbestos tile, is 9 feet 2 inches in height. The lighting is a recessed, trouffered fluorescent type of 50 foot-candle power or more where needed. There is forced ventilation with a change of air six times per hour. The central heating plant of the college furnishes the steam, which is supplied from concealed fin-type radiators located around the outside walls. The floor to floor height of 12 feet 1 inch allows space above the suspended ceiling for the recessing of the lighting, for ventilation ducts, and for other mechanical equipment.

The library has room for 135,000 volumes and seats over 500 readers, besides those accommodated in special sections such as the Memorial Recreational Reading Room, the listening room, the curriculum laboratory, and conference rooms. Future expansion can be acquired by the addition of a wing on the northwest.

The floor plans differ sharply from the traditional scheme of separation of book stacks from reading rooms. The reader passes through the aisles between shelves of books in order to reach the reading spaces, which are along the entire window walls of the river side. With such free and easy access to the shelves, the student is led to consult more than the required references. And, since books and readers are in constant association, titles may be found that will generate new thinking and enriched living.

The exterior of the entrance points up the architectural lines of the building with an effective arrangement of window planting, polished rainbow granite, large full-length glass windows and doors. Through these doors and the glass partitions of the vestibule and lobby the very first view is one of the books and bright modern furnishings of the Recreational Reading Room, set against a magnificent and unobstructed view of the Mississippi River.

The walls of the vestibule are of polished yellow Kasota limestone. Entrance may be made through the vestibule, directly from the outside, or from a tunnel which connects the library with other buildings on the campus.

The lobby has a welcome all its own, in the warm soft tones of the oak-paneled walls, attractive rubber tile floor, and points of light recessed in the green ceiling. Recessed in the wall of the lobby is a lighted display case in which attractive material will be shown. To the left of the foyer is the circulation desk. Louvered lighting in an aluminum grid over the desk provides even illumination and contributes to a friendly reception.

At this central desk all records of outgoing materials drawn from the library are checked, except those borrowed through the Reserve Room. Books are returned in the vestibule through special windows. A student rushing to class may find these quite convenient! A receiving trough carries the books along to a depressible book-truck. Discharging is done behind a screen back of the circulation desk. Delivery of materials from one floor to another is facilitated by a book-lift which connects this desk with the upper and lower floors.

On the west side, just back of the circulation desk, are the administrative offices. Adjoining them is the cataloging room directly opposite the card catalog. The catalog includes pamphlets and pictures as well as books. Rotary tables make it easy for staff and patrons to consult the large volumes of the Cumulative Book Index and other bibliographic aids. An exterior loading dock and an elevator opening into the catalog room are labor-saving devices pleasing to draymen, janitors, and staff.

Separated from the administrative and technical areas by glass partitions are the reference, periodical and reading areas with lighting from the north and east windows. The natural colored bamboo curtains, hung vertically from traverse rods, may be drawn to shut out sunlight without obstructing the view. Natural finished white oak has been used for all the woodwork and furniture on this and on other floors. Light oak shelving and the modern lines of the tables and chairs contribute much to the beauty of this part of the library. To introduce variety

into the lay-out, round, rectangular and individual tables were chosen. Comfortable chairs will be added for those who wish to relax with a restful view of the river, or for those who work best away from the formal study table.

In the reference area the books are shelved mainly in counter-height shelves, making supervision possible from the reference librarian's desk. Special consulting tables are found at convenient locations.

An office is included so that patrons may confer with the reference librarian without disturbing readers.

To provide for secluded, uninterrupted study, individual desks are a feature of the periodical area on the north. Unbound issues of periodicals in Princeton steel files are shelved with the bound volumes. This is a welcome change for students and faculty members who for so long have struggled with files in separate places and on separate floors. Since all issues of periodicals are easily available on "open" shelves, independent searching for materials should be developed.

The Memorial Recreational Reading Room, seen immediately upon entering the building, may well prove to be the most popular area. This room is dedicated to former students, graduates, and faculty members, with special recognition of those killed in World Wars I and II. The furnishings are modern in style to harmonize with the low lines of this room. Attractive lounge chairs, benches with cushions, informal chairs, plastic molded chairs in iridescent green and red, soft hangings of orlon, and green rubber tile flooring create the "eye appeal" desired for this part of the library. The dark color of the west wall is in effective contrast with these colorful furnishings and the light oak woodwork and shelving. The over-all effect should attract even those who have thought of libraries as dull, austere, and uninteresting places.

Choice titles in all fields, special editions of favorites, and many beautiful books will be found here. Some of these will be gifts of two alumni of the college—the Cambell sisters—Bessie, who always loved books, and Gertrude, the librarian, who guided the library in the early years, 1893-1913. Through the generosity of a former faculty member, Miss Clara L. Stiles, the "Great Books" col-

lection will be made available. The attractive volumes, shown in a convenient and bright setting, may challenge students to look into these treasures. Other gifts in memory of faculty members and students will further enrich this collection.

Special cases provide appropriate settings for displays and the showing of new titles added to the library. Current issues of the library's newspapers and magazines are displayed on the north side of this room.

Near this room is a small pantry for serving refreshments when groups meet here to develop appreciation of books. Since this part is shut off from the Reference Room and the lobby, no one will be disturbed.

Opening from the Recreational Reading Room is the literature area. Here alcoves lined with shelving are fitted with small tables and chairs of modern design in keeping with the neighboring room.

The main stairs on the left of the lobby take the reader to the upper floor. On the south is the reserve stack room. Here books may be borrowed and used any place in the building, eliminating the need for a separate reserve reading room.

There are two special features on the upper floor. On the west of the lobby are two attractive small lounges—one for men and one for women—where smoking is permitted. Opening from the reserve stack room, there is a room, furnished with comfortable chairs, a couch, and kitchen facilities. This is provided for the convenience of the staff.

On the east side of this upper floor, the reader passes through aisles between the social studies and science shelves to the reading areas near the great windows. The steel shelving of hunter's green harmonizes with the green of the walls and the green flecks in the black rubber tile of the flooring.

Individual study desks occupy most of the space on the north. To add to the comfort of the reader, there are arm chairs for the tables and a few lounge chairs. The west side is devoted to a curriculum laboratory, a large conference room which can be divided by a sound-proof folding partition, several small study or typing rooms, and space for the micro-card and micro-film readers.

On the lowest floor are books in the fields of industrial arts, physical and health education, business education, art and music.

Additional areas are reserved for the two collections of children's and high school literature studied by the college classes. The juvenile library will remain in the old library building until quarters are available in a new campus school.

Two classrooms, separated by sound-proof partitions, are located next to these two book laboratories. These rooms may be used by library science groups, by classes in children's and high school literature, or by classes wishing to discuss books found in the other areas on this floor.

Bright colors have been used on this floor. The walls are yellow and the floor green. Harmonizing colors are found in the lounge chairs and in the leather backs of the chairs about the round tables. Light oak wooden shelving contributes a warmth of tone to this area.

There is a surprise waiting in the screened reading porch adjoining the book laboratories on the south. Here are comfortable chairs, suitable for the outdoors. Seats may be at a premium, especially on beautiful spring and summer days!

The northeast corner of this floor is occupied by the Listening Room, designed for the use of small groups wishing to hear music, languages, poetry, or other types of records. Several listening booths are included for the student who wishes to try out special records. The green asphalt tile and yellow walls make a pleasing background for the semi-lounge chairs covered with yellow Naugahyde.

Since modern libraries are now "materials" centers, the building includes an audio-visual center at the north end of this floor. Dr. Richard Mitchell, the Audio-Visual Director of the college, has been responsible for the planning of this area and will have complete charge. Dr. Mitchell describes it as follows:

"Information seekers will find in the College Library a center for pictures and sound-recorded learning materials and their use. Thus, both audio-visual materials and the traditional printed collections will be available in one place to those who wish to use the most efficient tool, whatever the medium of communication in which it may have been prepared.

"Two classrooms with complete audio-visual facilities serve students in Audio-Vis-

ual Methods of Education and other classes of the college. One of these classroom units will have simple but helpful arrangements for film production, while the other classroom will be designed to serve not only as a classroom but as a sound-recording studio. The center office has windows facing each of the classrooms so that the office may be used as a radio or recording control booth. These same large windows permit an observer in the office to control and administer activities in either classroom.

"Each classroom will be equipped for the projection of sound motion pictures, slides, filmstrips, and opaque materials, and will have bulletin board, blackboard, and exhibit facilities. In each room is a concealed chair-height wire railway with hinged cover, which looks like part of the wall decoration scheme but which provides a means for making electric connections without having wires placed across the floor. The room lighting is focused and controllable to provide subdued light during the use of projected pictures so that students may take notes.

"A photographic darkroom with a light trap may be entered so that students may come and go without introducing light which would spoil the work of their classmates. For large groups one of the classrooms may be converted into a temporary darkroom. Space has been provided for the storage of films and the maintenance of audio-visual equipment to be supplied from this center to the rest of the college. A large listening room will be equipped with phonograph and tape recorder facilities. This will be supplemented by three smaller rooms which can be used either as listening rooms or as preview rooms. A special inside stairway provides entrance when the rest of the building is closed."

A storage room with a capacity of 20,000 books for less-used volumes, a large work-

room with direct access to the elevator, a vault, and an exchange periodical room will take care of other needs of the library. Other parts on the west section house the ventilation system and the mechanical equipment.

The grounds around the library are landscaped. Banks of bushes on the terraced ground to the south of the building, perennials and other planting in keeping with the natural growth along the river bank, the grand old trees of the grounds, and the contribution of the river itself as part of the setting help to make the building a focal point of beauty and inspiration on the campus.

The library is named after the second president of the college, Dr. David L. Kiehle, who occupies a very important niche in the history of education in Minnesota and is known for his long work in the early development of the state's educational system. It is quite fitting that this new center of learning be named after one who so zealously devoted his life to the cause of education. It is hoped that the new library will contribute as much to the enrichment of education as did Dr. Kiehle.

Many persons have been instrumental in securing the appropriations and in planning this library. Former President John W. Headley, members of the Faculty Library Committee and the Alumni Association, members of the Legislatures of 1947 and 1949, the State Department of Administration, the architects — all have contributed generously of their time and thought.

Edgar Odell Lovett, in the dedicatory booklet describing the Fondren Library of Rice Institute, has said, "A library is a great deal more than a storehouse of marvels, ancient and modern. It is a powerhouse of ideas and ideals." The task ahead for all of us is to put this new tool of learning to work.

Some Comments on Minnesota College Library Statistics

DAVID R. WATKINS

*Chairman, Committee on Statistics, College Section
Minnesota Library Association*

This year for the first time a committee of the College Section of the Minnesota Library Association has gathered the statistics of Minnesota college libraries. In the past the Library Division of the State Department of Education has periodically undertaken the task and has published the figures in *Minnesota Libraries*, the most recent compilation having appeared in the June, 1948, issue. Mr. Russell Schunk, Director of the Library Division, has made the columns of *Minnesota Libraries* available for the publication of this year's tables, a most valuable service for both the publicly and privately supported colleges of the state. The Committee on Statistics consisted of Mr. Donald J. Barrett, Reference Librarian of the College of St. Thomas; Miss Anna C. Lagergren, Librarian of Hamline University; and Mr. David R. Watkins, Librarian of the College of St. Thomas, Chairman.

It is hoped that the College Section will continue the collection of statistics on a yearly basis henceforth. Two important purposes would thus be served. First, the statistical study of college libraries in the state provides a means by which the college librarian may assess both the performance and the support of his library in comparison with the other college libraries of the state. It arms him with data which he can use in his budget presentations. Second, this compilation of statistics becomes an important record of the growth and fortunes of the academic libraries and the development of higher education in Minnesota. Thus, to continue this important work would seem to be almost a professional duty incumbent upon college librarians. Further, it is a means of strengthening the College Section as a professional organization, a consummation most devoutly to be wished if college libraries and librarianship are to reach a high level of achievement in their important mission in higher education.

Of the 42 institutions to which questionnaires were sent, 31 returned completed

forms by the deadline of December 15, 1951. Another form was returned too late to be included. One institution promised to fill out a questionnaire next year. The standard forms used by the Association of College and Reference Libraries Statistics Committee were used by permission of Mr. G. Flint Purdy, Chairman of the Committee. It was felt that the definition of terms which has been incorporated in the Association of College and Reference Libraries forms is a very important factor in achieving uniform reporting. Comparison of the statistics of Minnesota college libraries with college libraries throughout the nation is also facilitated by the use of the standard forms. The fact that many college libraries in Minnesota already report their statistics on these forms to the Association of College and Reference Libraries committee will lighten the burden of the filling out of the questionnaire for those institutions.

In the light of the experience of the Committee in tabulating the statistics for this year, it is suggested that in next year's reporting an attempt be made by each library to convert all information into the terms established by definition in the questionnaire. It is further suggested that the types of information gathered in this questionnaire may well serve as a guide in deciding what kinds of records should be kept by each library. In the case of religious institutions which make use of contributing services, an attempt should be made to evaluate these services at figures which are comparable to salaries paid in other institutions. In the case of the salaries of chief librarians, for instance, in two colleges the estimated salary seemed lower than that paid chief librarians with similar qualifications and responsibilities in other institutions.

The Committee regrets that some institutions still find it necessary to withhold certain types of information or to label some salaries or other figures "confidential," with the result that the data are incomplete and

therefore less useful. It is readily understood, however, that some library staffs are so small that it is difficult, if not impossible, to keep statistics and records in a satisfactory manner and that the omission of information in some cases is attributable to this fact.

A comparison of the budgets for 1951-52 with the expenditures for 1950-51 produces some very interesting data, especially in light of the fact that this period is characterized by declining enrollments and rising prices. In the matter of total budgets, of the nine liberal arts colleges which reported on this point, four showed an increase in budget, two remained the same, and three showed a decrease. The percentage of decrease compared with the previous year's budget in the three instances was 28%, 5%, and 3%. The increases in the instances reported were moderate; the largest, with one exception, amounted to about 10%, the next largest about 7%. Among the junior colleges with only four out of ten reporting figures on this point, three showed moderate budget increases and one a decrease of about 20%. Among the teachers colleges, with all reporting their budgets, all showed increases in total budget. It is obvious that the libraries of the publicly supported colleges are faring better than those of the privately supported colleges.

In a period of inflation a budget which remains constant at any given figure indicates, not that the library is holding its own financially, but rather that it is going behind and that the institution of which it is a part is suffering a net loss in an important part of its educational program. And the plight of those institutions which have taken cuts is even worse. In two of the instances mentioned above, where liberal arts college libraries show decreases in total budget, the colleges have expanded their educational programs in recent years to include graduate or "post college" programs in education leading to the master of education degree. They have also expanded their curricula in the undergraduate professional or pre-professional fields, not to mention a variety of new courses and evening school ventures.

In the matter of budget for books, periodicals, and binding, the liberal arts colleges, with ten out of fourteen colleges reporting,

show increased budgets in six cases, the same budget in one case, and decreased budgets in three cases. The junior colleges, with seven out of ten reporting, show increased budgets in four cases and the same budget in three cases. The teachers colleges, with five out of five reporting, show increased budgets in four cases and the same budget in the fifth instance. Again in the case of the liberal arts colleges, two of the libraries which took budget cuts were in institutions which had recently expanded their educational programs to a considerable extent. The increased cost of books, periodicals, and binding will be exerting its influence on even the increased budgets, cancelling out some or all of the money gain, and it will be making even greater inroads in those institutions in which this item of the budget remained the same or was actually decreased.

The budget for staff salaries in liberal arts college libraries, ten out of fourteen reporting, increased in six cases, remained the same in one case, and decreased in three. In the junior colleges, six out of ten reporting, the salary budget increased in five cases and decreased in one. The state teachers colleges, again with all reporting, showed increased salary budgets all along the line. In the case of the state supported institutions it is known that part or all of the increase in salary budget represents cost-of-living adjustments in salaries. Information about cost-of-living adjustments among college libraries was not gathered, but the 1950-51 figures show many dangerously low salaries in all grades of positions. College library executives will follow with interest the study of salary statistics undertaken by the headquarters staff of the American Library Association for the information needed by the membership in voting to establish a new minimum standard for library salaries at the 1952 conference.

The ratio of total library expenditures to the total expenditure of the institution for educational and general purposes (exclusive of capital outlay) is frequently used as a measure of the adequacy of the financial support of college libraries. The liberal arts college libraries, thirteen out of fourteen reporting, showed a high of 9.2%, a low of 2.2%, and a median of 4.2%. The junior college libraries, with five out of ten re-

porting, show a high of 11.4%, a low of 4.3%, and a median of 6.8%. The teachers' colleges with five out of five reporting showed a high of 4.6%, a low of 3.6%, and a median of 4%. Randall¹ cites the figure 9.3% as the average percentage of the total educational outlay allotted to 205 libraries in four-year liberal arts colleges. Mohrhardt² found that a selected group of forty "better junior college libraries" received from 8% to 10% of the total college budget. The minimum standard of support of the American Association of Teachers Colleges was 7% as reported by Rosenlof³ in 1931, and Barcus⁴ found that the average percentage of outlay for library service in fifty-one typical larger teachers colleges was 5.3%.

In considering the comparatively low percentage of outlay for library service in Minnesota college libraries, it should also be remembered that there must be a floor under the total expenditure for library service if the library is to keep up with its purchases of the best books in the various subject fields and to maintain adequate reference, acquisitions and circulation departments. In fact, this concept of a minimum standard of financial support might well be incorporated in the statement of standards for college libraries now being formulated by a committee of the College Section of the Minnesota Library Association. Most college libraries operate on such a small margin that even a small cut in budget in times of falling enrollment and economic stress must almost necessarily adversely affect vital services. Book purchases which are cut for reasons of economy turn out in the long run to be very expensive economy indeed, for eventually the library must enter the costly second-hand market to obtain these books.

Moran and Tolman⁵ in their study con-

ducted in cooperation with the New York State Library estimated that an expenditure of something in the neighborhood of \$50 a student would have to be made by the college for library service if satisfactory standards were to be maintained under today's conditions. In 1950-51 Minnesota liberal arts colleges showed a high of \$41.08, a low of \$7.28, and a median of \$20.62. Junior colleges varied from a high of \$67.55 to a low of \$19.71, with a median expenditure of \$39.44. The teachers colleges ranged from a high of \$31.89 to a low of \$18.41, with a median of \$25.60.

These comparisons and many others which can be made with the figures emerging from this compilation of the statistics of Minnesota college libraries provide a great supply of food for thought for library executives and their staffs. Now more than ever it is essential that college administrations and boards of trustees be kept informed of the effects of the major trends of the times on the college library. Every effort must be made to forestall hasty and unwise economies in the library. But the job of the librarian and his staff is even greater than that. They must constantly seek to demonstrate to the college administration, even to the college community as a whole, the crucial position which the library must occupy in the scheme of higher education. Library-centered, book-centered teaching must always be the pedagogical method proper to the college and the university. The manifold pressures which our confused times bring to bear on the college community are such that this ideal of higher education must be constantly reiterated and reinforced; and this task devolves upon the librarian and his staff. It will not be an easy one.

¹Randall, William M. *The college library*. Chicago, University of Chicago Press, 1932. p. 14.

²Mohrhardt, Foster E. "Junior college library budgets." *Junior college library journal*. VIII (January, 1938), 171.

³Rosenlof, George W. "Library facilities of teacher training institutions." *School executives magazine*. LI (October, 1931), 66.

⁴Barcus, Thomas R. "The 'typical' teachers college library." *Library journal*. LXIII (November 15, 1938), 861-3.

⁵Moran, Virginia L., and Mason Tolman. "College library study." *Library journal*. LXXVI (November 15, 1951), 1907.

MINNESOTA COLLEGE LIBRARY STATISTICS, 1950-51

COMMITTEE ON STATISTICS, COLLEGE SECTION, MINNESOTA LIBRARY ASSOCIATION

	Fiscal Year Ending	Faculty	Enrolment		Book Stock	Vols. Added	Newspapers Currently Received	Periodicals Currently Received
			Total Undergrad.	Total Grad.				
LIBERAL ARTS COLLEGES								
Augsburg	Je 51	54	799	38	27,452	1,234	1	327
Carleton	30 Je 51	89.7	983	0	155,000	4,034	31	536
Concordia (Moorhead)	30 Je 51	60	1,002	0	38,781	1,236	6	215
Gustavus Adolphus	Je 51	57	1,061	0	42,623	1,918	7	225
Hamline	30 Je 51	70.5	1,334	6	59,304	2,210	10	302
Macalester		120	1,430	10	58,403	2,973	14	280
Northwestern Schools	30 Je 51	55	1,200	24	10,513	1,756	1	52
St. Catherine(a)	JI 51	58	772	0	68,532	2,131	15	427
St. John's(a)	30 Je 51	60	814	0	85,000	3,790	23	490
St. Mary's(a)	15 Je 51	40	540	0	29,085	1,014	15	311
St. Olaf(b)	30 Je 51(b)	100(e)	1,543	0	103,802	8,633	25	627
St. Scholastica(a)	30 Je 51	39	402	0	33,241	1,189	6	233
St. Thomas	30 Je 51	120	1,708	43	47,688	2,939	11	408
U. of Minn. (Duluth)	30 Je 51	112	1,643	0	39,776	2,713	9	455
High		120	1,708	43	155,000	8,633	31	627
Median		60	1,031	24	45,155	2,170	11	319
Low		39	402	6	10,513	1,014	1	52
Number(f)		14	14	5	14	14	14	14
JUNIOR COLLEGES								
Austin	Je 51	15	142	0	3,062	203	3	41
Brainerd	1 JI 51	(c)	102	0	2,766	82	2	28
Concordia (St. Paul)	31 JI 51	7.5	134	0	21,168	1,103	5	121
Dr. Martin Luther	1 Nov 51	15	162	0	11,896	226	2	30(d)
Eveleth	30 Je 51	11	97	0	8,021	188	6	90
Hibbing	51	24(e)	188	0	7,124	219	4	80
Itasca	JI 51	16	105	0	10,137	232	8	90
Rochester	JI 51	28	256	0	8,364	414	3	84
Virginia	Je 51	18	156	0	21,101	675	4	160
Worthington	1 JI 51	11	104	0	3,844	169	2	30
High		28	256		21,168	1,103	8	160
Median		15	138		8,192	222	3.5	82
Low		7.5	97		2,766	82	2	28
Number(f)		9	10		10	10	10	10
STATE TEACHERS COLLEGES								
Bemidji	1 JI 51	57	576	0	29,129	1,743	10	238
Mankato	1 Je 51	113	1,511(e)	0	38,557	2,940	5	343
Moorhead	30 Je 51	65	676	0	38,347	1,675	14	258
St. Cloud	1 JI 51	124	1,825	0	65,730	2,361	12	399
Winona	30 Je 51	58	638	0	37,732	1,325	16	255
High		124	1,825		65,730	2,940	16	399
Median		65	676		38,347	1,743	12	258
Low		57	576		29,129	1,325	5	238
Number(f)		5	5		5	5	5	5
OTHERS								
Luther Theol. Sem.	31 Ja 51	14	338	0	35,000	2,310	4	179
St. Paul Col. of Law	30 Je 51	5	219	0	11,485	129	0	15

(a) Includes estimated salaries for contributed service.

(c) Figure not given.

(e) Adjusted by Committee.

(b) Expenditures for 1949-50; all other figures 1950-51.

(d) Given as approximate.

(f) Number of libraries on which high, median and low are based.

MINNESOTA COLLEGE LIBRARY STATISTICS, 1950-51

EXPENDITURES—I

	Staff Salaries	Student Service	Total Staff & Student Salaries	Per Student: Salaries & Wages	Books	Periodicals	Binding	Total: Books, Periodicals & Binding
LIBERAL ARTS COLLEGES								
Augsburg.....	\$ 8,050	\$1,437	\$ 9,487	\$11.33	\$ 2,973	\$ 609	\$ 642	\$ 4,225
Carleton.....	21,074	1,125	22,199	22.58	6,732	2,559	1,314	10,605
Concordia (Moorhead).....	7,331	1,755	9,086	9.06	2,470	699	304	3,474
Gustavus Adolphus.....	10,098	1,900	11,998	11.30	5,993	949	592	7,535
Hamline.....	12,353	3,171	15,524	11.58	4,778	1,396	752	6,927
Macalester.....	15,800	4,776	20,576	14.28	6,000	1,400	700	8,100
Northwestern Schools.....	4,353	2,038	6,391	5.22	1,849	196	75	2,120
St. Catherine(a).....	15,228(a)	4,740	19,968(a)	25.86	6,548	2,815	1,106	10,471
St. John's(a).....	13,370(a)	1,750	15,120(a)	18.57	6,325	2,435	2,541	11,301
St. Mary's(a).....	6,456(a)	300	6,756(a)	12.51	2,305	712	534	3,551
St. Olaf(b).....	29,332(b)	1,176(b)	30,509(b)	.....	4,265(b)	2,345(b)	414(b)	7,025(b)
St. Scholastica(a).....	10,497(a)	1,359	11,857(a)	29.49	1,262	840	259	2,361
St. Thomas.....	24,020	8,390	32,410	18.50	13,093	2,772	1,489	17,356
U. of Minn. (Duluth).....	23,498	879	24,378	14.83	8,294	2,209	979	11,484
High.....	24,020	8,390	32,410	29.49	13,093	2,815	2,541	17,356
Median.....	12,353	1,755	15,120	14.28	5,993	1,396	700	7,535
Low.....	4,353	300	6,391	5.22	1,262	196	75	2,120
Number(f).....	13	13	13	13	13	13	13	13
JUNIOR COLLEGES								
Austin.....	3,300	188	3,488	24.57	479	160	.....	640
Brainerd.....	3,800	50	3,850	37.74	225	114	.....	339
Concordia (St. Paul).....	(c)	(c)	(c)	.....	(c)	(c)	(c)	(c)
Dr. Martin Luther.....	750	(c)	750	4.63	(c)	150(d)	50(d)	(c)
Eveleth.....	5,090	(c)	5,090	52.48	712	439	113	1,264
Hibbing.....	5,044	31	5,075	26.99	1,166	394	127	1,688
Itasca.....	4,663	105	4,769	45.42	517	234	91	842
Rochester.....	4,704	356	5,060	19.76	1,000	343	15	1,359
Virginia.....	6,423	314	6,737	43.19	1,711	498	394	2,603
Worthington.....	1,310	180	1,490	14.33	425	102	.....	527
High.....	6,423	356	6,737	52.48	1,711	498	394	2,603
Median.....	4,663	180	4,769	26.99	615	234	120	1,053
Low.....	750	31	750	4.63	225	102	15	339
Number(f).....	9	7	9	9	8	9	6	8
STATE TEACHERS COLLEGES								
Bemidji.....	9,555	1,644	11,199	19.44	4,956	943	998	6,899
Mankato.....	13,445	2,409	15,854	10.49	14,989	1,147	650	16,787
Moorhead.....	9,815	1,106	10,922	16.15	3,945	1,106	405	5,457
St. Cloud.....	24,047	2,469	26,516	14.52	3,565	1,801	1,367	6,734
Winona.....	8,491	2,949	11,540	18.08	3,100	700	342	4,142
High.....	24,047	2,949	26,516	19.44	14,989	1,801	1,337	16,787
Median.....	9,815	2,409	11,540	16.15	3,945	1,106	650	6,734
Low.....	8,491	1,106	10,922	10.49	3,100	700	342	4,142
Number(f).....	5	5	5	5	5	5	5	5
OTHERS								
Luther Theol. Sem.....	7,695	808	8,503	25.15	2,871	252	440	3,565
St. Paul Col. of Law.....	.....	1,500	1,500	6.84	2,091	100	141	2,332

(a) Includes estimated salaries for contributed services.

(b) Expenditures for 1949-50; all other figures 1950-51.

(c) Figure not given.

(d) Given as approximate.

(f) Number of libraries on which high, median and low are based.

MINNESOTA COLLEGE LIBRARY STATISTICS, 1950-51

EXPENDITURES—II

	Per Student: Books, Periodicals, & Binding	Other Expenditures	Total Operating Expenditures	Total Expenditures Per Student	Total Expenditure of College	Ratio of Library Expenditure to Total
LIBERAL ARTS COLLEGES						
Augsburg.....	\$ 5.04	\$ 341	\$14,055	\$16.79	\$ 318,388	4.4
Carleton.....	10.78	1,734	34,540	35.13	944,033	3.7
Concordia (Moorhead).....	3.46	1,277	13,838	13.81	451,939	3.0
Gustavus Adolphus.....	7.10	865	20,398	19.14	513,010	3.9
Hamline.....	5.16	993	23,909	17.84	618,821	3.8
Macalester.....	5.62	1,025	29,701	20.62	1,132,146	2.6
Northwestern Schools.....	1.73	408	8,921	7.28	396,330	2.2
St. Catherine(a).....	13.56	1,275	31,715(a)	41.08	518,417	6.1
St. John's(a).....	13.88	1,394	27,815(a)	34.17	377,712	7.3
St. Mary's(a).....	6.57	239	10,547(a)	19.53	114,155	9.2
St. Olaf.....		1,593(b)	39,128(b)		(c)	
St. Scholastica(a).....	5.87	1,284	15,502(a)	38.56	255,856	6.0
St. Thomas.....	9.91	5,480	55,246	31.55	980,318	5.6
U. of Minn. (Duluth).....	6.98	1,777	37,639	22.90	900,360	4.2
High.....	13.88	5,480	55,246	41.08	1,132,146	9.2
Median.....	6.57	1,275	23,909	20.62	513,010	4.2
Low.....	1.73	239	8,921	7.28	114,155	2.2
Number(f).....	13	13	13	13	13	13
JUNIOR COLLEGES						
Austin.....	4.50	251	4,379	30.84	75,000(d)	5.8
Brainerd.....	3.32	30	4,219	41.36	(c)	
Concordia (St. Paul).....		(c)	(c)		(c)	
Dr. Martin Luther.....		(c)	(c)		(c)	
Eveleth.....	13.04	196	6,552	67.55	57,461	11.4
Hibbing.....	8.98	290	7,053	37.52	(c)	
Itasca.....	8.03		5,611	53.45	82,991	6.8
Rochester.....	5.31	140	6,560	25.63	(c)	
Virginia.....	16.69	171	9,512	60.98	140,345	6.8
Worthington.....	5.07	32	2,049	19.71	47,000	4.3
High.....	16.69	290	9,512	67.55	140,345	11.4
Median.....	6.77	171	6,052	39.44	75,000	6.8
Low.....	3.32	30	2,049	19.71	47,000	4.3
Number(f).....	8	7	8	8	5	5
STATE TEACHERS COLLEGES						
Bemidji.....	11.97	272	18,370	31.89	434,746	4.2
Mankato.....	11.10	901	33,553	22.20	727,600	4.6
Moorhead.....	8.07	1,113	17,493	25.87	479,071	3.6
St. Cloud.....	3.69	361	33,612	18.41	849,188	3.9
Winona.....	6.49	655	16,337	25.60	404,799	4.0
High.....	11.97	1,113	33,612	31.89	849,188	4.6
Median.....	8.07	655	18,370	25.60	479,071	4.0
Low.....	3.69	272	16,337	18.41	404,799	3.6
Number(f).....	5	5	5	5	5	5
OTHERS						
Luther Theol. Sem.....	10.54	893	12,961	38.34	(c)	
St. Paul Col. of Law.....	10.65		3,832	17.50	32,000(d)	11.9

(a) Includes estimated salaries for contributed services.

(b) Expenditures for 1949-50; all other figures 1950-51.

(c) Figure not given.

(d) Given as approximate.

(f) Number of libraries on which high, median and low are based.

MINNESOTA COLLEGE LIBRARY STATISTICS, 1950-51

STAFF AND SALARIES

	Chief Librarian	Associate or Assistant Chief Librarian	Department Head		All Other Professional Assistants Minimum	Total No. of Employees in Full-Time Equivalents			Hours Student Assistance
			Minimum	Maximum		Prof'al	Non-Prof'al	Total	
LIBERAL ARTS COLLEGES									
Augsburg.....	\$3,600(e)	\$2,600(d)				2	1	3	(b)
Carleton.....	(j)					4	6	10	2,251
Concordia (Moorhead).....	2,900					2	1	3	3,381
Gustavus Adolphus.....	3,500		\$3,200			2	2.5	4.5	3,187
Hamline.....	3,600		2,400	\$3,900	\$2,400	3.5	2.5	6	5,286
Macalester.....	4,500		2,400	2,700	2,200	4.5	1	5.5	220(m)
Northwestern Schools.....	2,950	2,400			1,800	2	1	3	2,596
St. Catherine(a).....	4,600		2,900	2,900	2,800	6.75		6.75	(b)
St. John's(a).....	5,000	1,500				2	3(h)	6	3,500
St. Mary's(a).....	2,933	2,600				2	1	3	700
St. Olaf.....	4,200			2,900		6.5	4.5	11	(b)
St. Scholastica(a).....						2		4(g)	3,022
St. Thomas.....	5,040		3,000	3,300		5.5	2	7.5	11,187
U. of Minn. (Duluth).....	4,872 to 5,592		3,960	4,560	3,288	4.75	4	8.75	1,086
High.....	5,592	2,600	3,960	4,560	3,288	6.75	6	11	11,187
Median.....	3,900	2,500	2,950	2,950	2,400	2.75	2	6	3,104
Low.....	2,900	1,500	2,400	2,700	1,800	2	1	3	700
Number(f).....	12	4	6	6	5	14	11	13	10
JUNIOR COLLEGES									
Austin.....	3,700					1		1	270
Brainerd.....	4,100					1(g)	2(g)	1	125
Concordia (St. Paul).....						1(g)			(b)
Dr. Martin Luther.....						2(h)			(b)
Eveleth.....	3,100					1	1	2	(b)
Hibbing.....						.67	1	1.67	190
Itasca.....	4,350					1	.50	1.50	263
Rochester.....	5,040					1		1	(b)
Virginia.....	4,300					2		2	629
Worthington.....						.40	.10	.50	170
High.....	5,040					2	1	2	629
Median.....	4,200					1	.75	1.25	226
Low.....	3,100					.40	.10	.50	125
Number(f).....	6					7	4	8	6
STATE TEACHERS COLLEGES									
Bemidji.....	4,200(d)	3,968			3,840(k)	2	1	3	3,288
Mankato.....	5,320	5,180			3,360	2(h)	1		5,354
Moorhead.....	4,800	4,200				3		3	2,459
St. Cloud.....	4,986(e)	4,840(e)	4,224			4	4	8	4,983
Winona.....	5,140	4,900				2		2	(b)
High.....	5,320	5,180				4	4	8	5,354
Median.....	4,986	4,840				2	1	3	4,113
Low.....	4,200	3,968				2	1	2	2,459
Number(f).....	5	5				5	3	4	4
OTHERS									
Luther Theol. Sem.....	4,800	3,600				2.5	2	4.5	1,047
St. Paul Col. of Law.....									2,394

(a) Includes estimated salaries for contributed services.

(c) Given as approximate.

(e) For 11 months.

(g) Part-time.

(j) Confidential.

(m) Weekly.

(b) not given.

(d) For 9 months.

(f) Number of libraries on which high, median, and low are based.

(h) Plus 1 part-time.

(k) For 13 months.

MINNESOTA COLLEGE LIBRARY STATISTICS

Budget: 1951-1952

	Chief Librarian	Total Library Operating Budget	Books, Periodicals and Binding	Staff Salaries	Student Assistance	Total Budget for Salaries & Wages
LIBERAL ARTS COLLEGES						
Augsburg.....	Agnes B. Tanjard.....	\$13,600	\$ 5,500	\$ 5,600	\$2,000	\$ 7,600
Carleton.....	James H. Richards, Jr.....	34,682	12,215	21,405	1,200	22,605
Concordia (Moorhead).....	Anna Jordahl.....	14,015	3,900	7,100	1,800	8,900
Gustavus Adolphus.....	Odrun Peterson (Acting Librarian).....	20,000(b)	7,300	10,544	1,498	12,042
Hamline.....	Anna Lagergren.....	25,525	8,075	13,800	3,650	17,450
Macalester.....	William P. Tucker.....	28,000	7,000	15,800	4,000	19,800
Northwestern Schools.....	Dorothea Williams.....	14,000	5,000	5,350	4,500	9,850
St. Catherine(a).....	Sr. Marie Inez.....					
St. John's(c).....	Rev. Benjamin Stein, O.S.B.....					
St. Mary's.....	Brother Luke.....		4,750	6,656	350	7,006
St. Olaf.....	Alf Houkom.....		8,900	27,809	1,800	26,609
St. Scholastica(a).....	Sr. M. Antonine.....					
St. Thomas.....	David R. Watkins.....	39,725	11,500	18,950	6,795	25,745
U. of Minn. (Duluth).....	Beulah Larson.....	41,294	8,000	29,856	1,438	31,294
JUNIOR COLLEGES						
Austin.....	Doris Taylor.....	4,750	700	3,700	200	3,900
Brainerd.....	Ester B. Schroeder.....		350	4,100	50	4,500(d)
Concordia (St. Paul).....	E. G. Richard Siebert.....					
Dr. Martin Luther.....	Richard J. Janke.....					
Eveleth.....	Delores J. Ahlin.....	7,379	1,600	5,779		
Hibbing.....	Margaret Briggs.....		2,150	(e)		
Itasca.....	Henry W. Tamminen.....	6,600	1,000	5,500	200	5,600(d)
Rochester.....	Merle Ingli.....		1,500(b)	5,040		
Virginia.....	Gertrude Tamminen.....	7,500	2,600	4,300	700	5,000
Worthington(a).....	Iris C. Westman.....					
STATE TEACHERS COLLEGES						
Bemidji.....	Waunita M. Bell.....	22,588	6,750	12,568	1,695	14,263
Mankato.....	Emma Wiecking.....	36,910	18,410	16,100	2,400	18,500
Moorhead.....	Bernard I. Gill.....	18,060	6,960	11,000(f)	1,200 (f)	12,200(f)
St. Cloud.....	Edith E. H. Grannis.....	41,769	11,424	27,945	1,500	29,445
Winona.....	Janet F. Schmidt.....	19,915	5,000	11,640	3,000	14,640
OTHERS						
Luther Theol. Sem.....	Karl T. Jacobsen (Acting Librarian).....	14,000(b)	5,000	8,000(b)	1,000(b)	9,000(b)
St. Paul Col. of Law.....	S. B. Severson.....	3,800	2,600		1,200	1,200

(a) Does not operate on budget system.

(c) Unavailable at time of reporting.

(e) \$100/month increase in all salaries beginning Jan. 1, '52.

(b) Estimated.

(d) As reported.

(f) Estimated. Not in library budget.

M. L. A. District Meetings, 1952

MAURINE HOFFMANN, *Vice President*

The Spring District Meetings of the Minnesota Library Association and the State Library Division were as varied in character as the personalities of the chairmen and speakers. Over 300 librarians, trustees, and Friends attended the five meetings. Russell Schunk, Emily Mayne, Mrs. J. R. Sweasy and Maurine Hoffmann attended all meetings of the series which started May 8 at Fergus Falls and ended May 23 at Cambridge.

At each session the librarians and trustees had separate sessions in the morning and met together in the afternoon to discuss the State Aid Plan and the film "Minnesota Story." The film was presented through the courtesy of the Minnesota Film Council members, W. I. Smith, Dan Peck, Erwin Welke and Arnold Luce. A local lawyer talked with the trustees about Minnesota library laws. The discussions which followed were spirited and informative.

The State Aid Plan was presented by members of the Joint Planning Committee—Emily Mayne, Fergus Falls; Mr. Schunk, Virginia; Lucille Gottry, Austin; Glenn Lewis, Granite Falls; Mrs. Margaret Leonard, Cambridge. Explanation was facilitated by large charts with examples for each section of the plan.

The meetings were off to a good start with Elsie Grina as chairman at Fergus Falls where almost half the attendance was composed of trustees and Friends. Miss Marval Wooldrik, Librarian of the Moorhead State Teachers College Laboratory School spoke on "Double Duty Books: Adult Titles for Teen Ageds." Mrs. Jean Thomas, children's librarian at Moorhead Public Library talked on "Children's Books" and everyone took part in a discussion of summer reading programs. The trustees and Friends were particularly interested in the Clay County Bookmobile, on exhibit throughout the day.

On May 9, the Virginia Library Commission was host to the meeting held jointly with the Range Library Trustees Association and the Arrowhead Library Association. Ann Malnar of Chisholm was in charge of the program. Veda Tonikvar, publisher and editor from Chisholm, gave an

inspiring talk on "The Freedom of the Press." At the dinner in the Coates Hotel John Neumaier, Hibbing Junior College, spoke in the same vein to 125 trustees and librarians on "The Role of Your Library in a Free Society."

Mabel Olson and the Austin Library Board entertained the south-east district on May 16. Gyla Caulfield as program chairman introduced Jean G. Smith, Red Wing, who gave a helpful presentation of the care and selection of children's books. Mrs. Patricia Wettergren, St. Paul, spoke on "Double Duty Books."

The Granite Falls meeting May 21 was heartening in its attendance. Perhaps its central location in the district was responsible. The hospitality was warm and genuine here, as at all of the meetings. Mrs. Dorothy Meyers, Blue Earth County, spoke on "Stretching the Budget" and Mrs. Eugene Pollard, Marshall-Lyon County, spoke on "Double Duty Books." Mrs. B. E. Palmer was the genial hostess; Eugene McLane was in charge of the program.

Cambridge was the smallest meeting though none the less enthusiastic. Mrs. Merle Lennertson was in charge of the program and Mrs. W. E. Ballenthin made the local arrangements. Gudrun Hertsgaard, Minneapolis, spoke on "Double Duty Books" and distributed a list, done by the Minneapolis Public Library. Della McGregor, St. Paul, talked on children's work and distributed types of free material available to librarians.

At each of the District Meetings opportunity was given for some library to serve as host for 1953. Since there had been no time for librarians and trustees to confer beforehand, the plan met with only partial success. However, the idea seemed to be favorably received and should be tried again. If local chairmen were selected at the Spring meetings, they could meet together at the fall conference with the new vice president and the State Library Division. Much time could be saved, encouragement given and ideas exchanged.

It is hoped that the suggested topics for District Meetings for 1953 will be of value to those planning the program for next year.

Publicity and censorship were the topics of greatest interest to the 105 people who checked the suggestion slips.

Booklists were distributed at all of the meetings and were most enthusiastically received. Moorhead paid for the P. T. A. list "through Magic Casements" which were distributed at Fergus Falls. At the last three meetings, copies were sold.

In considering the whole matter of librarians and libraries out in the state, in relation to the Minnesota Library Association

and the District Meetings in particular, it seemed advisable to consult with the directors of our local library schools as to whether student attendance at these meetings would be thought valuable. Encouraging letters were received from Dr. Stanford and Sister Marie Cecelia, endorsing the plan of student attendance but pointing out some obvious difficulties and requesting more time for planning. The Association will probably like to consider this plan further since both directors have endorsed the idea.

New College Serials

Since many fine manuscripts are constantly being crowded out of the various professional library journals on account of space limitations, the Publications Committee of the Association of College and Reference Libraries is inaugurating a series of occasional papers which will be known as *ACRL Monographs* and will appear at three to four month intervals. Format will be in book-face multilith, with the cover designed by a well-known typographer. Issue No. 1 will be a study on William Beer, the famous New Orleans librarian, by Joe W. Kraus, Librarian of Madison College. Among other manuscripts now being considered by the Committee are contributions on the history of reference service, librarians as bookmen, the structure of the Soviet academies, and the like.

Further manuscripts pertinent to all phases of academic and reference librarianship are now being sought. Authors need not be members of the Association of College and Reference Libraries, but, since the same editorial standards as have been set up for *College and Research Libraries*, the Association's main publication, will be maintained, the approval of a manuscript by at least three members of the Committee is required before publication. The present members of the Committee are: Mrs. Frances B. Jenkins, David K. Maxfield, Felix Reichmann, Rolland E. Stevens, Colton Storm, Maurica F. Tauber, Clyde Walton, Jr., John C. Wyllie, and Lawrence F. Thompson, Chairman. Manuscripts submitted for their consideration should be addressed *only* to Chairman Thompson at the University of Kentucky Library, Lexington, Kentucky.

All issues will be separately priced, depending on cost of manufacture, and may be ordered separately, although it is recommended that standing orders be placed, if possible. Orders should be addressed *only* to the Business Manager, David K. Maxfield, at the Chicago Undergraduate Division of the University of Illinois Library, Chicago 11, Illinois. The cost of issue No. 1 has been set at thirty-five cents, although it is possible that future issues may sometimes be more expensive.

The University of Illinois Library School has announced the founding of a new periodical to be called *Library Trends*. Each issue of this new quarterly will be organized around a single topic and edited by a guest editor who is an authority in the particular branch of the field. The first issue, scheduled to appear in July, is devoted to a consideration of "Current Trends in College and University Library Development" and is edited by Robert B. Downs. Some of the topics to be covered are: "Organization of College and University Libraries" by Arthur M. McAnally; "Management in College and University Libraries" by Donald Coney; "Financial Support of College and University Libraries" by Stephen A. McCarthy; and "Public Relations for College and University Libraries" by Robert W. Orr.

Subscriptions may be placed with the University of Illinois Library School at Urbana, Illinois. \$5.00.

BOOKS AND PAMPHLETS

Recent Books for College Libraries

Compiled by the Staff of the College of St. Thomas Library

Education

Arndt, Christian. *Education for a world society; promising practices today*. New York, Harper, 1951. \$3.50.

Burke, Arvid. *Financing public schools in the United States*. New York, Harper, 1951. \$4.50.

Chicago University. *Idea and practice of general education; an account of the College of the University of Chicago, by present and former members of the faculty*. Chicago, U. of Chicago, 1950. \$3.50.

Kilpatrick, William. *Philosophy of education*. New York, Macmillan, 1951. \$4.75.

Tenenbaum, Samuel. *William Heard Kilpatrick, trail blazer in education*. New York, Harper, 1951. \$4.00.

Fine Arts

Einstein, Alfred. *Schubert; a musical portrait*. New York, Oxford, 1951. \$5.50.

Marek, George. *Puccini*. New York, Simon & Schuster, 1951. \$5.00.

Newcomb, Rexford. *Architecture of the old Northwest Territory; a study of early architecture in Ohio, Indiana, Illinois, Michigan, Wisconsin, and part of Minnesota*. Chicago, U. of Chicago, 1950. \$20.00.

Schrade, Leo. *Monteverdi, creator of modern music*. New York, Norton, 1950. \$6.00.

Waterman, Thomas. *Dwellings of Colonial America*. Chapel Hill, U. of North Carolina, 1950. \$10.00.

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— The Woods Woo You —

The 1952 M. L. A. Conference is to be at Madden's Lodge, Brainerd, September 12-14. If you will read the back cover of this issue you will see that there is a marvelous and inspiring program planned—including the business of the Association, individual workshops, get-togethers, and fun.

It also features luscious meals, beautiful cabins, wonderful scenery and outdoor recreation.

The conference will start with a lunch at noon Friday. The Convention Chairman says, "You will get two nights' lodging, six mouth-watering, high calorie meals, registration, coffee and social hour every afternoon at the club house, plus the Sunday noon banquet, all for only \$25.00. After you pay that, lock up your pocket book for everything has been paid for. No tipping, no green fees for the golfer, no boat hire for the fisherman, and no charges for the tennis courts and other recreational facilities.

"If you can't get away for the whole convention, you may come for one day. Your registration, night's lodging, three meals, coffee hour and all recreational facilities for only \$11.00. If you can get up for Sunday only, that will be \$4.00 (\$3.00 for your dinner and \$1.00 for registration)."

The weather and scenery should be perfect and everything possible is being done to give you a de-luxe meeting. If you have any questions or suggestions before you receive your reservation notices in August, please write the Convention Chairman, Josephine Smith, 322 State Capitol, St. Paul 1.

State Meeting

Minnesota Library Association Fall Conference

Madden Lodge, Brainerd

September 12, 13, 14, 1952

BOOKS ARE BASIC

Tentative Program

Friday, September 12

10:00 A.M. Registration

Examination of Exhibits

2:00 P.M. FIRST GENERAL SESSION

Greetings

The Care and Feeding of the Discriminating Reader—Mrs.
Florence S. Craig, Director of Adult Education, Cuyahoga
County Public Library, Speaker

4:00 P.M. Coffee and Social Hour

8:00 P.M. SECOND GENERAL SESSION

S. Janice Kee, Executive Secretary, Public Libraries Division,
A. L. A., Speaker
Business Meeting

Saturday, September 13

10:00 A.M. Workshops and Sectional Meetings

Catalog

Hospital

Children's

Small Public Libraries'

College

Trustees'

2:00 P.M. Workshops and Sectional Meetings

Children's

Reference

College

Small Public Libraries'

County

Trustees'

Hospital

4:00 P.M. Coffee and Social Hour

8:00 P.M. Fun Night

Sunday, September 14

9:00 A.M. Business Session

Church announcements will be posted

1:00 P.M. THIRD GENERAL SESSION

Mrs. Grace Thomas Stevenson, Director A. L. A. American
Heritage Project, Tentative Speaker
(For further details see p. 63)